**Writing Progression For Age Related Expectations for Years 1-6/ PS3-10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EYFS/PS1-2**  | **ARE-Y1/PS 3-4** | **ARE-Y2/PS5-6** | **ARE-Y3/PS6-7** |
| **Contexts for Writing****&****Drafting** | ***Birth to 3 years***\*I can enjoy songs and rhymes, tuning in and paying attention. \*I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.\*I can say some of the words in songs and rhymes. I can sing songs and say rhymes independently, for example, singing whilst playing.\*I can start to develop conversation, often jumping from topic to topic.\*I can develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.***Children age 3-4 years*** \*I can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. \*I can write some or all of their name.\*I can use longer sentences of four to six words.***Children at Reception*** \*I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop. \*I can re-read what they have written to check that it makes sense.\*I can describe events in some detail.\*I can articulate ideas and thoughts in well-formed sentences. \*I can connect one idea or action to another using a range of connectives. | * ***I can write my sentences in order to tell a short narrative.***
* I can say my sentences out loud before I write them down independently.
 | * I can write narrative texts about the experiences of others (fiction)
* I can write narrative texts about my own personal experiences (real)
* I can write about real events (non-fiction)
* I can write poetry.
* ***I can write for different purposes***
* I can write down ideas and/or key words, including new vocabulary
* ***I can encapsulate what I want to say, sentence by sentence***
 | * I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
* ***I can write a detailed paragraph about 1 point before moving onto another.***
* ***I can create settings in my stories.***
* ***I can develop characters in my stories.***
* ***I can create a plot in my stories.***
* ***I can use headings and sub-headings are used to aid presentation.***
 |
| **Spelling &****Word Building** |  ***Children at Birth to 3*** \*I can use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’\*I can pay attention and respond to the pictures or the words. ***Children age 3-4 years*** \*I can develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh\*I can develop my phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother\*I can use some of my print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. \*I can write some or all of my name.***Children at Reception*** \*I can spell words by identifying the sounds and then writing the sound with letter/s. | * ***I can spell most of the 40+ phonemes that I have been taught in Reception.***
* I can spell common exception words which are difficult to sound out.
* I can spell the days of the week.
* ***I can name the letters of the alphabet in order***
* I can use letter names to distinguish between alternative spellings of the same sound
* I can spell plural words correctly by adding –s and –es.
* I can use the prefix –un correctly in words that I know to change the meaning of verbs/ adverbs.
* I can use words which end in –ing, -ed, -er and –est correctly when I don’t have to change the root word.
* I can spell words with the spelling patterns;

-tch -ff, ll, ss, zz, ck * I can spell some compound words
 | * ***I can spell words in a phonetically plausible way.***
* ***I can use more word-specific knowledge of spellings; including homophones, for both mono- and multi-syllabic words.***
* I can spell most year 2 common exception words correctly
* I can distinguish between homophones and near-homophones
* I can use apostrophes in the correct place for contracted forms.
* ***I can add suffixes to spell longer words, including –ment, –ness,***

***–ful, –less, er, est –ly**** I can apply spelling rules and guidelines from Appendix 1 (details on planning document)
* ***I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.***
* I can spell compounding words (e.g. whiteboard, superman).
 | * I can spell further homophones
* I can spell words that are often misspelt (Appendix 1)
* I can understand and use further prefixes and suffixes
* I am beginning to use the possessive apostrophe with plural nouns.
* I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.
* I understand some word families based on common words.
 |
| **Handwriting &Transcription** | ***Birth to 3 years***\*I can enjoy drawing freely. \*I can add some marks to my drawings, which they give meaning to. For example: “That says mummy.” \*I can make marks on my picture to stand for my name.***Children age 3-4 years*** \*I can write some letters accurately.***Children at Reception*** \*I can form lower-case and capital letters correctly. | * I can write simple sentences dictated by my teacher.
* I can sit correctly at a table, holding a pencil comfortably and correctly
* I can begin to form my lower case letters correctly so that they start and finish in the right place and they face the right way.
* I can write my capital letters correctly and they face the right way.
* I can write my numbers 0-9 correctly and they face the right way.
* I can form letters which belong in the same family in the right way.
 | * I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
* I can form lower case letters correctly although there may be some unevenness in size.
* I can join some of my letters correctly.
* ***I can form capital letters correctly which face the right way and are broadly of the same size.***
* ***I can form digits 0-9 correctly which face the right way and are broadly of the same size.***
* I can space my words apart more consistently.
 | * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* I can begin to join my handwriting independently using horizontal and diagonal joins
* I can make my handwriting increasingly legible and consistent in quality, size and formation.
 |
| **Planning Writing** |  |  | * I can plan or say out loud what I am going to write about
* I can show that I have considered my writing through noting down key ideas in planning.
 | * I can discuss and record my ideas
* I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
 |
| **Editing Writing** | ***Birth to 3 years*** ***Children at 3-4 years*** ***Children at Reception***\*I can re-read what I have written to check that it makes sense. | * I can discuss what they have written with the teacher or other pupils
* I can begin to make improvements to my work after reading it to check it makes sense.
 | * I can evaluate my writing with my teacher and other pupils
* ***I can identify errors in spelling, grammar and punctuation to demarcate sentences, in my work.***
* I can make additions or improvements as a result of re-reading with my teacher (up-stage vocabulary, extend sentences)
 | * I can suggest some improvements to the work that my friends have done.
* I can suggest some improvements about my own work linked to the success criteria.
* ***I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.***
 |
| **Performing Writing** | ***Birth to 3 years*** \*I can develop play around favourite stories using props.***Children at 3-4 years*** \*I can engage in extended conversations about stories, learning new vocabulary.***Children at Reception*** \*I can use new vocabulary in different contexts. | * I can read my writing back to someone else.
 | * I can read aloud what I have written with appropriate intonation to make the meaning clear
 | * I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
 |
| **Grammar, Vocabulary & Punctuation** | ***Birth to 3 years***\*I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.***Children age 3-4 years*** \*I can use some of my print and letter knowledge in early writing.\*I can use a wider range of vocabulary.\*I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.***Children at Reception***\*I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.\*I can use new vocabulary in different contexts.\*I can learn new vocabulary. \*I can use new vocabulary through the day. | * I can begin to use capital letters and full stops in sentences.
* I can begin to use question marks appropriately.
* I can begin to use exclamation marks appropriately.
* I can begin to use Standard English in my writing.
* I can leave spaces between my words.
* I can use the conjunction ‘and’ to join words and clauses.
* I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
* I can use capital letters;

For the names of peoplePlacesDays of the weekPersonal pronoun I | * I can begin to demonstrate my understanding of sentences in different forms including;

StatementsQuestionsExclamationsCommands* ***I can show my understanding of past and present tense in my writing.***
* I can use the progressive form of verbs in the present and past tense.
* ***I can begin to use conjunctions to show co-ordination using or, and, but***
* ***I can begin to use conjunctions to show use of subordination using because, if, that and when.***
* I am beginning to use some features of written Standard English
* I can use suffixes to form new words correctly most of the time;

‘ment, ‘ness, ‘ful, ‘less, ‘ly* ***I can punctuate my sentences correctly using capital letters and full stops most of the time.***
* ***I can use commas in lists.***
* I can use apostrophes in the correct place for the (singular) possessive form.
* I can use expanded noun phrases to describe and specify
* ***I can use question marks accurately.***
* ***I can use exclamation marks accurately.***
* I can begin to show my understanding of how apostrophes are used for contracted word forms.
 | * ***I can use the present perfect form of verbs instead of the simple past***
* I can form some nouns using prefixes (super-, anti-)
* ***I can use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel.***
* I can use a variety of simple and compound sentences.
* ***I can begin to use inverted commas to punctuate direct speech.***
* ***I can use a wider range of conjunctions to extend sentences and express time, cause and place including;***

|  |  |  |
| --- | --- | --- |
| Conjunctions-when -if-because-although | Adverbs-then-Next-Soon-therefore | Prepositions-before-after-during-in -because of |

 |
| **Spoken Language** |  ***Children at Birth to 3*** \*I can turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. \*I can gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. \*I can watch someone’s face as they talk. \*I can copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. \*I can recognise and am calmed by a familiar and friendly voice. \*I can listen and respond to a simple instruction.\*I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). \*I can babble, using sounds like ‘baba’, ‘mamama’. \*I can use gestures like waving and pointing to communicate. \*I can reach or point to something they want while making sounds. \*I can copy your gestures and words. \*I can constantly babble and use single words during play. \*I can use intonation, pitch and changing volume when ‘talking’.\*I can listen to other people’s talk with interest, but can easily be distracted by other things.***Children aged 3-4 years*** \*I am be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. \*I can start a conversation with an adult or a friend and continue it for many turns.\*I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.\*I can use longer sentences of four to six words. \*I can use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”***Children at Reception*** \*I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.\*I can develop social phrases. | * listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication
 |
| **Grammatical Terminology** |  | letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma  | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)  |

**Writing Progression For Working Within Expectations for Years 1-6/ PS3-10**

|  |  |  |  |
| --- | --- | --- | --- |
| **ARE-Y4/PS7-8** | **ARE-Y5/PS8-9** | **ARE-Y6/PS9-10** |  |
| * I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
* ***I can write a detailed paragraph about 1 point before moving onto another.***
* ***I can create settings in my stories.***
* ***I can develop characters in my stories.***
* ***I can create a plot in my stories.***
* I can use headings and sub-headings are used to aid presentation.
 | * ***I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.***
* I am beginning to demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed.
* ***I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.***
* ***I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.***
* I can make increasing imaginative and deliberate word choices to create a specific effect.
* I can use some paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect.
* I can begin to make my writing flow more, with a range of devices being used to link some paragraphs and sections of writing.
* ***I can use organisational and presentational devices to structure text and to guide the reader***
* I can write cohesively through the deliberate manipulation of an increasing range of devices used for effect.
* ***I can write consistently in the correct tense. (including verb tenses)***
 | * ***I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.***
* I can demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed.
* ***I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.***
* ***I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.***
* I can make imaginative and deliberate word choices to create a specific effect.
* I can use paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect.
* I can begin to make my writing flow more, with a range of devices being used to link paragraphs and sections of writing.
* ***I can use organisational and presentational devices to structure text and to guide the reader***
* I can write cohesively through the deliberate manipulation of a range of devices used for effect.
* ***I can write consistently in the correct tense. (including verb tenses)***
* I understand the difference between vocabulary typical of informal speech and formal speech.
 | **Contexts for Writing & Drafting** |
| * I can spell further homophones
* I can spell words that are often misspelt (Appendix 1)
* I can understand and use further prefixes and suffixes (details on planning sheet)
* I can use the possessive apostrophe with plural nouns.
* I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.
 | * I can spell some words with silent letters
* I can distinguish between some homophones and other words which are often confused.
* I can show some evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt.
* ***I can use suffixes to convert nouns or adjectives into verbs***
* I can add suffixes beginning with vowel letters to some words ending in ‘-fer’
* I can use dictionaries to check spelling and meaning of some words using the first 3 or 4 letters of the word.
* I can use prefixes to convert nouns to verbs (e.g. dis, de, mis, over, re)
 | * I can spell words with silent letters
* I can distinguish between homophones and other words which are often confused.
* I can show evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt.
* ***I can use suffixes to convert nouns or adjectives into verbs***
* I can add suffixes beginning with vowel letters to words ending in ‘-fer’
* ***I can use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of the word.***
 | **Spelling & Word Building** |
| * ***I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.***
 | * I can select a handwriting style appropriate to the task.
* choosing the writing implement that is best suited for a task
 | * I can select a handwriting style appropriate to the task.
* choosing the writing implement that is best suited for a task
 | **Handwriting & Transcription** |
| * I can begin to join my handwriting independently using horizontal and diagonal joins
* I can make my handwriting increasingly legible and consistent in quality, size and formation.
 |  |  |  |
| * I can discuss and record my ideas
* I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
 | * I am beginning to use note taking with increasing effect.
 | * I can use note taking effectively.
 | **Planning Writing** |
| * I can suggest improvements to the work that my friends have done.
* I can suggest improvements about my own work linked to the success criteria.
* ***I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.***
 | * I can suggest some improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done.
* I am beginning to use grammatical agreement which is increasingly accurate (formal written not dialect/speech driven).
* ***I can identify and correct spelling and punctuation errors and up-stage using prompts.***
* I can use a thesaurus to increase some of my vocabulary.
* I can make increasingly precise word choices which are effective.
 | * I can suggest improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done.
* ***I can use grammatical agreement which is increasingly accurate (formal written not dialect/speech driven).***
* ***I can identify and correct spelling and punctuation errors and up-stage using prompts.***
* I can use a thesaurus to increase my vocabulary.
* I can make precise word choices which are effective.
 | **Editing Writing** |
| * I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
 | * I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
 | * I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
 | **Performing Writing** |
| * I can use the present perfect form of verbs instead of the simple past
* ***I can use Standard English forms for verb inflections instead of local spoken forms.***
* I can form nouns using prefixes (super-, anti-)
* I can use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel.
* I can use a variety of simple and compound sentences.
* I can use a wider range of conjunctions to extend sentences and express time, cause and place including;

|  |  |  |
| --- | --- | --- |
| Conjunctions-when -if-because-although | Adverbs-then-Next-Soon-therefore | Prepositions-before-after-during-in -because of |

* ***I can begin to use inverted commas to punctuate direct speech.***
* ***I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition .***
* ***I can use noun phrases and prepositional phrases to add clarity.***
* ***I can use fronted adverbials and use a comma after it.***
 | * I can increasingly use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.
* I can sometimes use the passive verbs to affect the presentation of information in a sentence
* I am beginning to use the perfect form of verbs to mark relationships of time and cause.
* I am beginning to use vocabulary and structures appropriately for formal speech and writing including some subjunctive forms (informal and formal language).
* I am beginning to use clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly.
* I am beginning to use a range of figurative language effectively.
* I can use some synonyms & antonyms
* ***I can indicate degrees of possibility using adverbs or modal verbs***
* ***I can use further cohesive devices such as grammatical connections and adverbials***
* I am beginning to use ellipsis
* I can use commas and sometimes hyphens to clarify meaning or avoid ambiguity.
* I can use some semi-colons, dashes and commas to mark boundaries between independent clauses.
* I can sometimes use colons to introduce lists.
 | * I can consistently use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.
* ***I can use the passive verbs to affect the presentation of information in a sentence***
* I can uses the perfect form of verbs to mark relationships of time and cause.
* I can use vocabulary and structures appropriately for formal speech and writing including subjunctive forms (informal and formal language).
* I can use clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly.
* I can use a range of figurative language effectively.
* I can use synonyms & antonyms
* ***I can indicate degrees of possibility using adverbs or modal verbs***
* ***I can use further cohesive devices such as grammatical connections and adverbials***
* use of ellipsis
* ***I can use commas and hyphens to clarify meaning or avoid ambiguity.***
* I can use semi-colons, dashes and commas to mark boundaries between independent clauses.
* ***I can use colons to introduce lists.***
* ***I can punctuate bullet points.***
 | **Grammar, Vocabulary & Punctuation** |
| * listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication
 | **Spoken****Language** |
| **determiner, pronoun, possessive pronoun, adverbial** | **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**  | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | **Grammatical Terminology** |

***Bold and italic assessment objectives are new independent targets not a continuation of a previous objective.***